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|  | Monday 3/28/11 | Tuesday 3/29/11 | Wednesday 3/30/11 | Thursday 3/31/11 | Friday 4/1/11 |
| GLET: | Understands main idea | Makes predictions, draws conclusions | Determines author’s purpose in poetry | Uses a clear organizational pattern to identify the cause- and-effect relationship of the central idea. | Makes inferences and defends them with evidence from the text  Establishes a purpose for reading |
| Warm Up | DGP: I will identify the parts of speech of a sentence by correctly labeling each word in my DGP journal with the correct part of speech | DGP: I will dissect a sentence by correctly labeling sentence parts and phrases in my DGP journal | DGP: I will dissect a sentence by correctly labeling clauses and sentence types in my DGP journal | DGP: I will apply rules of punctuation and capitalization by correctly punctuating and capitalizing a sentence in my DGP journal | DGP: Quiz over teacher’s chosen topic area. |
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| Content Objective | I will demonstrate my understanding of cause & effect by selecting effects of specific causes. | I will identify the cause of an effect by brainstorming possible causes. | I will apply my knowledge of cause & effect by creating a Diamante poem with my group members. | I will apply my knowledge of cause & effect by writing a Diamante poem independently. | I will identify the effects of an event by determining the cause. |
| Summary of Content Addressed | Cause & effect | Cause & effect | Cause & Effect through Diamante Poems | Cause & Effect through Diamante Poems | Cause & Effect through reading passages |
| Key Vocabulary | Cause & effect |  | Diamante |  |  |
| “I Do” | Teacher will present the idea of cause & effect while students take notes. | Teacher will review cause & effect, and then demonstrate how to perform the ‘chain reaction’ activity. | Teacher will provide notes to students on the structure of diamante poems and provide guided notes. | Teacher will review the elements of diamante poems, then lead students through brainstorming a topic for their own diamante poem (if not completed day before). | Teacher will read through a short passage with students while taking them through the thinking process of identifying cause & effect scenarios. |
| “We Do” | Students will practice writing causes & effect statements with a partner. | Students will perform the ‘chain reaction’ activity. The teacher will give each group the same cause and each student in the group has to help build a sequence of events by passing a paper around and only knowing what the last person wrote. Each student should write an effect to the cause that was written before them. | Students will work in a group to construct a diamante poem together. Each student in the group will be responsible for one line in the poem. | Students will share their topic with a partner and explain why they chose it to show cause & effect. | Students will discuss with a partner the ideas they came up with as cause & effect in the passage. They will then fill in the graphic organizer. |
| “You Do” | Students will individually write causes and effect statements. | Students will be given a brainstorm map where specific effects are listed and they will need to identify causes for those effects. | Students will brainstorm an event (cause) they will write their own diamante poem about. | Students will write their own diamante poems using the notes and examples from the previous day. | Students will write a short constructed response, explaining the effects of the cause in the short passage they read. |
| Assessment | 3 statements showing a cause & effect relationship | A competed brainstorm map. | Each student will have completed a line for the group poem/brainstormed an event (cause). | A completed diamante poem. | A completed short, constructed response. |
| Resources | Power point & handouts | Power point, brainstorm map | Power point with handouts | Power point, handouts | Passage, graphic organizer |
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| Differentiation (Accelerated and/or struggling learners) | Struggling: students have guided notes for support; will be working with a partner to help with further understanding.  Advanced: if completed with worksheet, students will be asked to choose 2-3 causes and brainstorm other possible effects. | Struggling: students will be working with a group for support, will also be pulled into small group for brainstorm map activity.  Advanced: students will be asked to justify their answers on their brainstorm map. | Struggling: students will have guided notes to help them and will be working in a group setting to help with understanding. | Struggling: students will be pulled into small group to help write their poems.  Advanced: once completed with poem, students will be asked to write a short response explaining how their poem demonstrates cause & effect. | Struggling: students will work with a partner to discuss passage. Some will be pulled into small group to help write scr’s. |
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| Closure | Exit ticket: in one sentence, summarize what cause & effect is. | Exit ticket: Explain whether you believe there is always an effect to every event that happens in life. | Exit ticket: on a scale of 1-10, rate your understanding of diamante poems and list one element you find difficult. | Exit ticket: on a scale of 1-10, rate your success with writing your own diamante poem and list one element you struggled with the most. | Exit ticket: |